

GUIDED READERS

Printable & Digital

LEXILE
3rd

Grade



Bundle

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."





READING SMALL GROUP PLANS Week of: _____

Students: _____

Standard: _____

Book: _____

Focus Skill: _____

MON. Pre-Reading
Build Schema What do you think this story is about? What helped you make this prediction?
Example: I think this story is about two kids who have a missing puppy. I think this because the title says 'The Case of the Missing Pup' and the cover shows two kids who are upset, posting a picture of a lost dog.

☐ Picture Walk
☐ Oral Predictions
☐ Review vocabulary in glossary. As you review each word, have students find the word in the story.

NOTES: _____

TUES. During Reading
Students read pages 2-3 quietly. As students read, rotate through students to have them read aloud.
1. Who are the main characters? (Kia and Mario)
2. What do we know about them? (Kia and Mario are friends. Mario is upset and Kia is concerned.)
3. What might Mario be upset about? (Mario says "somewhere" is gone and a newer coming back.)

Students read page 4 quietly. As students read, select students to read aloud to you. After rereading, the group will retell the story. While students retell the story, clarify, begin after all students have finished, note students to retell the story, giving each person students to refer to their books as they retell.

NOTES: _____

WED. During Reading
Students read pages 5-6. As students read, rotate through students to have them read aloud.
1. Where do the children look first? Why? (They check the park first because Mr. Snuggles is usually there.)
2. How does Mario feel when Mr. Snuggles isn't at the park? How do you know? (Mario feels discouraged because he says "Maybe we're just wasting our time.")
3. Where do the children look next? Why? (Kia and Mario decide to check the community pool.)

Students read page 7-8 quietly. As students read, select students to read aloud to you. After rereading, the group will retell the story. While students retell the story, clarify, begin after all students have finished, note students to retell the story, giving each person students to refer to their books as they retell.

NOTES: _____

THURS. After Reading
Ask students to reread the story "The Case of the Missing Pup." Tell students to be rereading, the group will retell the story. While students retell the story, clarify, begin after all students have finished, note students to retell the story, giving each person students to refer to their books as they retell.

NOTES: _____

FRI. Assessment & Skill Focus
Asking and Answering Questions
Orally review the SW's and W's of this story.
1. Who is the story about? (Kia and Mario)
2. What is the problem? (Mario's puppy ran away.)
3. When does this story take place? (On a summer day in the present.)
4. Where do Kia and Mario go in the story? (They start at their home.)
5. Why is Mario ready to give up? (Mario feels there is no hope to find his puppy.)
6. How does Kia help Mario? (Kia shows Mario that by being persistent, he can find his puppy.)

Have students work independently to complete the Asking and Answering Questions worksheet.

NOTES: _____

Asking & Answering Questions

Directions: Answer the following questions.

1. What most likely happened?

2. When Kia saw the puppy, she really mean?

3. What does?

4. How might?

520L Running Record

Name: _____ Date: _____

The Case of the Missing Pup

Kia gazed out the window. It was a warm, beautiful summer day in the middle of June, and she wanted to go for a walk. As she looked around, Kia noticed her neighbor Mario sitting on the stairs in front of his home. Mario appeared to be quite unhappy. He was holding his head down with a sad, gloomy expression on his face.

Kia was very concerned about Mario. She had never seen him so upset before. He was usually a lively, energetic boy who seemed to wear a smile all the time. "Poor Mario," Kia said to herself as she scratched her head. "I wonder why he's feeling so blue. I sure hope that I can cheer him up and brighten his day. Perhaps we can go have some fun in the sun."

Kia went outside to talk to Mario. As she approached his house, she could hear that he was sobbing.

"What's wrong, Mario?" Kia asked curiously. "I can see you that you're not feeling your best today. Is there something I can do to help you feel better?"

"He's gone and he's never coming back," Mario replied.

"I can see you that you're not feeling your best today. Is there something I can do to help you feel better?"

FLUENCY SCORE

Total Words	Errors	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read × 100)

FLUENCY COMPONENTS

☐ Rate
☐ Accuracy
☐ Punctuation
☐ Expression

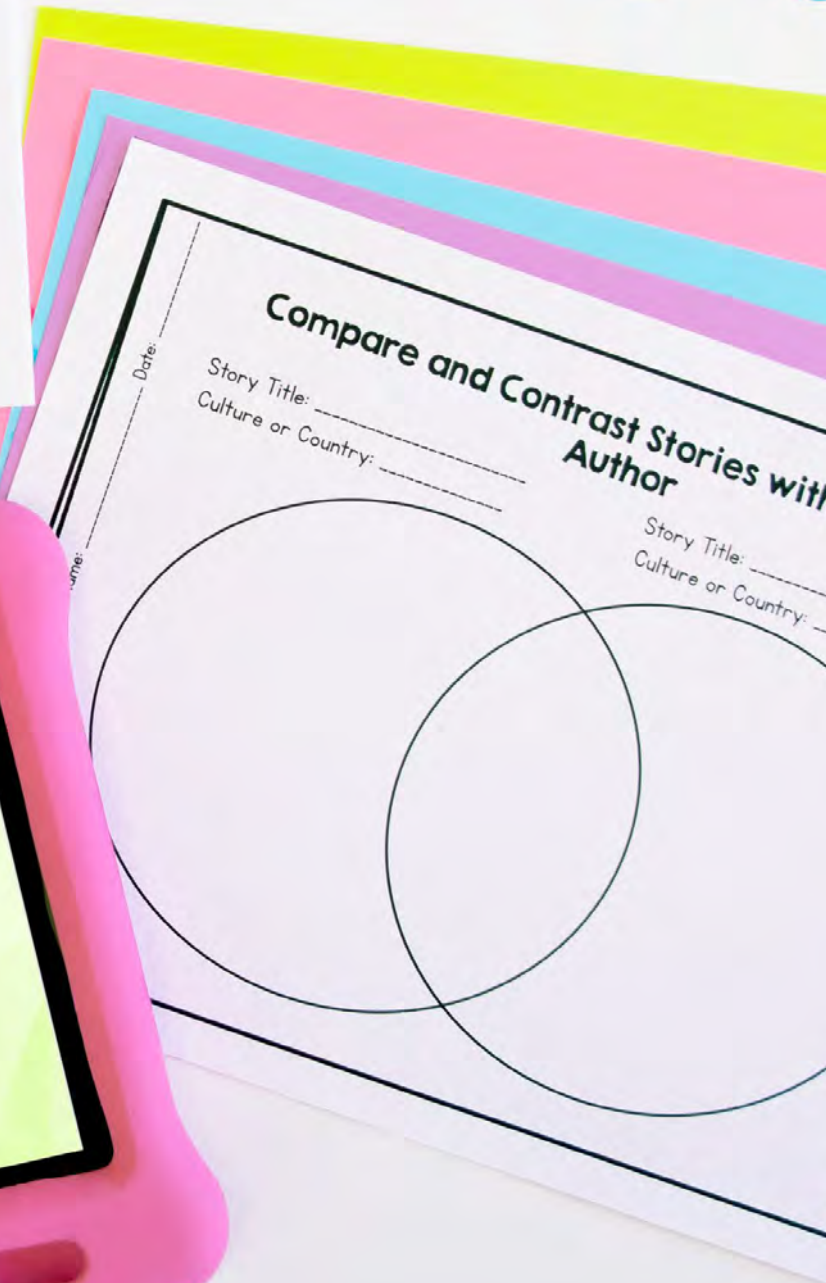


Context Clues
Name: _____ Date: _____
Instructions: Complete this graphic organizer based on the text. Be sure to go back into the text to sort your answers.

Context Clues

Word	Clues from the Text	Definition





Character Point of View
A New Class Pet



Character Point of View Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Maria		
Sophie		



A simple line drawing of a girl with pigtails, wearing a dress and shoes. The name 'Sophie' is written above the drawing.

Mr. Song told us that we had a new classmate. We were excited. Mr. Song laughed. He told us that we had a new classmate. We figured out we were getting a pet. We would be the only class with a pet. Everyone yelled. Mr. Song asked us to be quiet. He did not want us to scare our pet.

Mr. Song took off the towel. I could see tree bark and green leaves. He said Charlie was a chameleon. He got him from his sister. She had to find a new home for Charlie since she was moving. We talked about how Charlie can hide in the background. Mr. Song told us to line up so we could look for him. I went to the back of the line. I was happy to get a pet, but why a lizard? A bunny would be better.



Making Connections Name: _____ Date: _____

Cause and Effect

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Cause	Effect

explanations



Context Clues

Name: _____ Date: _____

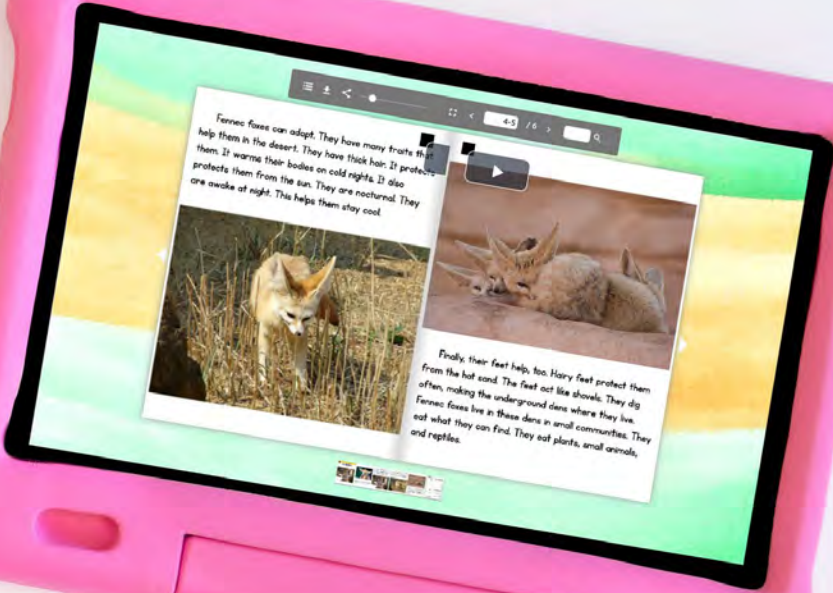
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Word	Clues from the Text	Definition

Context Clues

The Cutest Fox



Fennec foxes can adapt. They have many traits that help them in the desert. They have thick fur that keeps them warm. It also protects them from the sun. They are nocturnal. They are awake at night. This helps them stay cool.

Finally, their feet help, too. Hairy feet protect them from the hot sand. The feet act like shovels. They dig often, making the underground dens where they live. Fennec foxes live in these dens in small communities. They eat what they can find. They eat plants, small animals, and reptiles.







Character Response

Marisol Bakes Banana Bread



will park



Marisol Bakes Banana Bread

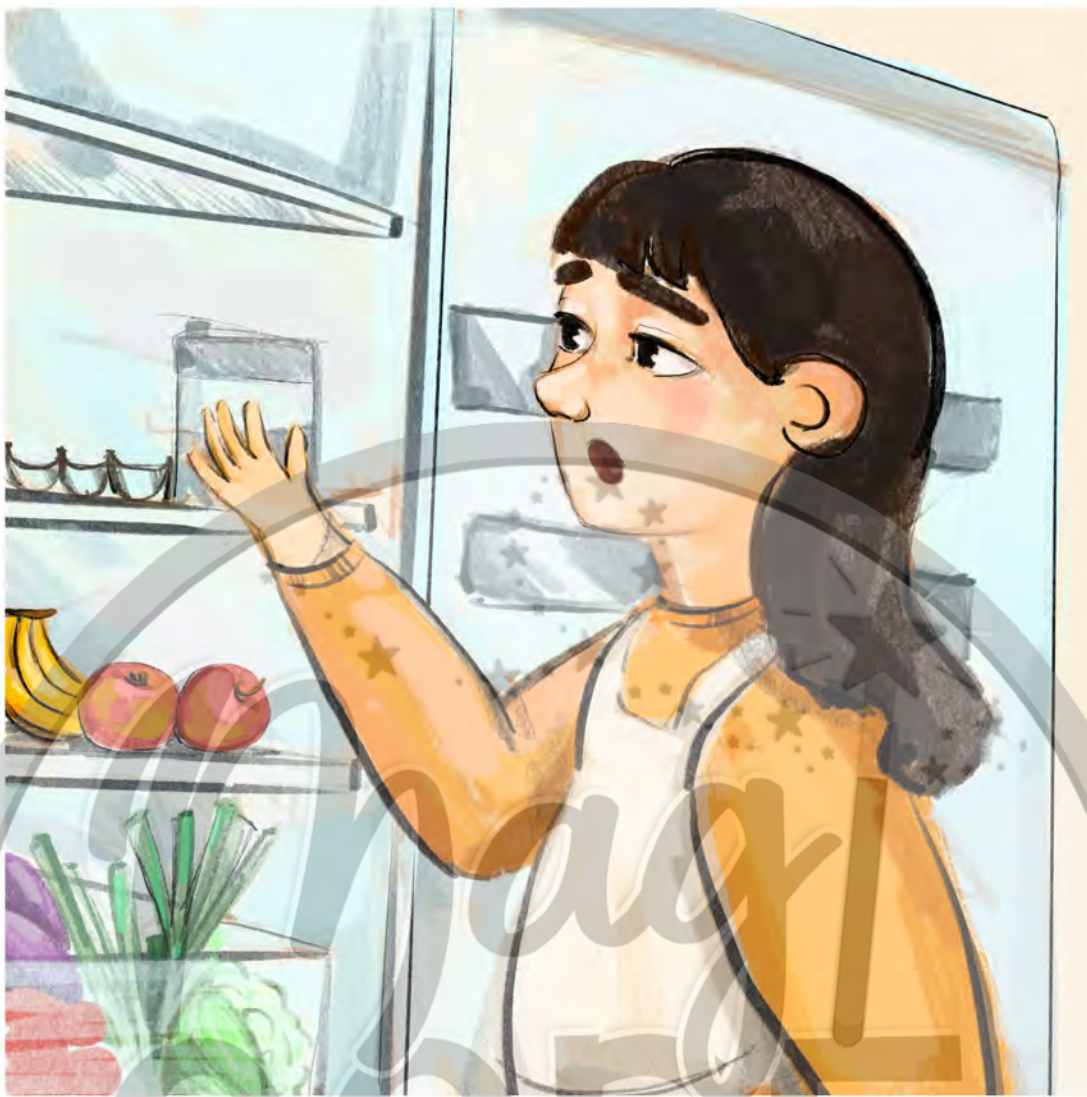




It was a rainy Saturday afternoon. Marisol was bored.

“Why don’t you bake banana bread?” her mother said. “You can follow Nana Sofia’s recipe.”

“That’s a good idea,” Marisol said. She got her grandmother’s recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.



“She always made **delicious** banana bread,” Marisol remembered.

First, Marisol **gathered** all the ingredients in the recipe.

“I need bananas, flour, sugar, and eggs,” Marisol said. She opened the fridge and looked inside.

“Oh no,” Marisol said. “I need three eggs, but we only have one!”

Marisol didn’t know what to do. Without enough eggs, the banana bread would taste too dry.

All of a sudden, thunder **boomed**. The rainstorm was getting bad. Marisol looked out the window. This gave her an idea. She could see her neighbor's chicken coop!

"Mrs. Kumar keeps chickens. She must have eggs," Marisol said. "Maybe she will let me borrow some!"



Quick as lightning, Marisol made a plan to go out in the rain. First, she found her raincoat and boots. Next, she **grabbed** an umbrella.

Outside, the wind almost knocked Marisol over. She had to hold on to the umbrella with both hands.

At last, she reached Mrs. Kumar's house and knocked on the door.

"Marisol, what are you doing out in the rain?" Mrs. Kumar asked.

"I'm baking banana bread, but I need more eggs," Marisol said. "May I borrow some from your chickens?"

"Of course!" Mrs. Kumar said. "I gathered lots of eggs before the rain started."





When Marisol got home, she was wet from head to toe.

“Where have you been?” Marisol’s mother asked. Marisol pulled four eggs out of her raincoat and grinned.

An hour later, Marisol was dry. But the banana bread was not. It tasted delicious. Just like Nana Sofia's!



Glossary

delicious	Tasting very good (page 3)
gathered	Pick up and put all together in a group (page 3)
boomed	Made a very loud noise (page 4)
coop	A small house for animals, usually chickens (page 4)
grabbed	Picked up very quickly (page 5)
grinned	Smiled (page 6)



Character Response

Marisol Bakes Banana Bread





It was a rainy Saturday afternoon. Marisol was bored.

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READING SMALL GROUP PLANS

Week of:

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this text is about? What helped you make this prediction?

Example: I think this story is about tarantulas. I think this because the title says tarantula and there is a picture of a spider.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

- How many species of tarantula are there? (three, a big spider)
- What is the biggest kind of tarantula? (the giant, big spider)
- How big is the spruce-hr moss spider? (the size of a small house)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

- What color are most tarantulas? (brown)
- Let's retell what we've learned so far. Have students go in a circle each saying a new fact from the text. They may look back in the text for answers.

NOTES:



Running Record

Tarantulas

Timer

They are large. They are hairy. And people are terrified of them. I am not talking about dogs or cats. I am talking about tarantulas!

There are over 1000 species of tarantulas. Many people think tarantulas are large spiders. They can actually be different sizes. Some can be as large as a dinner plate. Others can be smaller than a pea. The goliath birdeater is the largest known species of tarantula. It lives in South America. It is one of the largest spiders on Earth. The spruce-fir moss spider is the world's smallest tarantula. It is the size of a small bead. It lives in the Southern Appalachian Mountains.

Tarantulas also vary in color. Most species are brown. Some are very colorful. For instance, the greenbottle blue tarantula has shiny metallic blue legs, a green back, and a bright orange underside.

Tarantulas live in many parts of the world. Some species live in the United States.

FLUENCY SCORE

	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1 st Read				

FLUENCY COMPONENTS

- ☒ Rate
- ☒ Accuracy
- ☒ Punctuation
- ☒ Expression



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Ask and Answer questions

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What is the biggest type of tarantula?

2. What is the smallest type of tarantula?

3. Where do tarantulas live? List all the places.

4. What happens after a tarantula hawk stings a tarantula?

- a. They line their hole with silk
- b. The eggs hatch
- c. Baby wasps eat the tarantula
- d. They lay eggs in the spiders stomach

5. Why do all tarantula bites need to be treated?

- a. Because they make a hissing noise before they bite
- b. Because tarantulas are venomous and bites can cause medical problems
- c. Because the bites are painful
- d. Because tarantulas hair can bother human skin

6. Some people keep tarantulas as pets. Would you want a tarantula for a pet? Why or why not? Use details from the text in your answer.

Ask and Answer Questions

Questions

Directions: Write a question about the text that starts with each question word. Then answer the question.

Who?

(Pg. #)

Where?

(Pg. #)

When?

(Pg. #)

What?

(Pg. #)

Why?

(Pg. #)

How?

(Pg. #)

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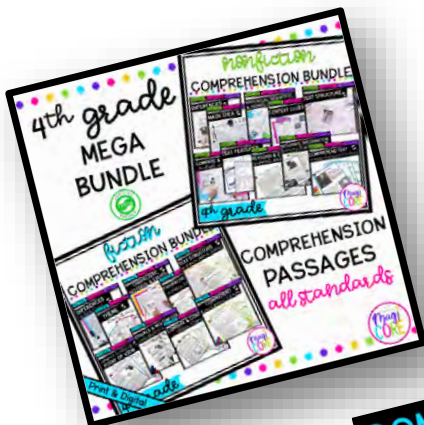


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